

DOCUMENT RESUME

ED 202 561

JC 810 365

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 TITLE Strengthening Humanities in the Occupational
 Curriculums at Chemeketa Community College.
 PUB DATE Feb 81
 NOTE 30p.; Paper presented at the American Association of
 Community and Junior Colleges/National Endowment for
 the Humanities Conference on Strengthening the
 Humanities (Los Angeles, CA, February 4-7, 1981).
 EDRS PRICE MF01/PC02 Plus Postage.
 DESCRIPTORS Community Colleges; Consortia; Course Descriptions;
 *Curriculum Enrichment; Educational Research;
 *Humanities Instruction; Intercollegiate Cooperation;
 *Interdisciplinary Approach; Literature; Nonmajors;
 Teacher Attitudes; Two Year Colleges; *Vocational
 Education
 IDENTIFIERS *Chemeketa Community College OR

ABSTRACT

Chemeketa Community College's (CCC's) efforts to place a greater emphasis on the humanities within occupational curricula are described in this report. It first relates the background of the rift between humanities and technical faculty at the college, which developed after the introduction of a separate transfer curriculum in 1970 and which resulted in negative attitudes toward liberal arts instruction being held by technical faculty and students. Next, the "Literature for the Technician" course, offered by CCC as a means of circumventing these attitudes, is described. This non-transfer course provides a relaxed class environment in which technical students pursue readings related to their personal and career lives. The remainder of the paper describes: (1) efforts to coordinate the humanities and technical components of CCC's Visual and Applied Communication Cluster, which includes both the English and Graphic Technology Departments; (2) an interdisciplinary course on the world's oceans, which developed from a Course by Newspaper and which draws from resources in the arts, humanities, and behavioral and physical sciences; (3) the development of a consortium of eight Oregon community colleges to share information on humanities programming; (4) CCC's use of humanities research by the Center for the Study of Community Colleges; and (5) efforts to establish an Applied Arts Center. Syllabi and readings lists are presented for the "Literature for Technicians" and "Oceans" courses. (JP)

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ED 202561

STRENGTHENING HUMANITIES IN THE OCCUPATIONAL CURRICULUMS
AT CHEMEKETA COMMUNITY COLLEGE

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Presentation to the
AACJC/NEH Conference on
Strengthening Humanities in
Occupational Curricula

Los Angeles, California
February 4-7, 1981

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STRENGTHENING HUMANITIES IN THE OCCUPATIONAL CURRICULUMS
AT CHEMEKETA COMMUNITY COLLEGE

Background Information:

Chemeketa Community College is located in Salem, Oregon in the Willamette Valley approximately 45 miles south of Portland. The student body is approximately 6,400 full-time equivalent students with a total headcount of about 32,000 in day and evening programs. The college began as a vocational technical college in 1958 and became a comprehensive community college in 1970. Although the college Board retains a strong commitment to vocational education, the lower division transfer program has grown rapidly since its birth in 1970.

Prior to 1970, the general education courses were taught by technical instructors who had an interest in and a sense of value for the humanities. The courses were related to practical experiences of the job world, developed on avocational as well as vocational interests of the instructors, and cleared through and recommended by those advisory committees for the occupational programs. These courses were one quarter in length, practical in nature, non-traditional in content as well as in approach and assignments, and neatly balled up with as few loose strings as possible. Of the 18 hours of required general education courses, 9 were reserved for study skills, writing, reading, speaking, and report writing. Choices in psychology, government, American institutions, the American Constitution and law, and accelerated reading provided the other nine elective credits.

Then in 1970 when the college became Chemeketa Community College the emphasis in general education shifted towards the transfer courses. The voc/tech instructors were encouraged to instruct only in the vocational

areas and discouraged to instruct the general education/humanities classes. The new instructors in the humanities for most cases lacked the desire and enthusiasm to instruct the non-transfer, non-traditional courses. Courses were renumbered for prestige, the content was "upgraded," the liaison and cooperative working environment among the two staffs deteriorated, and the humanities became those damned classes required for graduation.

Literature for the Technicians Class:

Even then, as today, the technical staff members concurred that no modern technical education would be complete without a background of the technical, the scientific, and the humanities interwoven in a practical, useful manner. At that time, literature seemed the best vehicle to provide a touch of the humanities into the vocational programs. Such a course can become an important element in the education of the vocational/technical student only if it is presented so as to fit the needs of the students. The Literature for Technicians course is such a course relating to the student's interests, the job, technology, and people.

Lit for Techs was developed in conjunction with other vocational/technical instructors. Rather than take one term of the standard three term college transfer sequence, this non-transfer course balls up the course material with a minimum of loose ends in one quarter. The selections, presentations, and course work relate to the student's curriculum, job, life, and future. The purpose of each segment of the course and each activity is emphasized so that value and usefulness of literature to the student is accentuated.

The course targets on the needs of the average technical student at Chemeketa. This person scores at the 33 percentile on the Nelson-Denny Reading Test, is approximately 27 years old, attends classes and labs for a total of 25 hours per week and works at an outside job, sees technology as a solution to almost all the world's ills, respects quality craftsmanship and artisans, has little desire to work or "waste time" on any homework not related to the occupational choice, reads mostly for information that is technical and practical or necessary at that time, has had poor experiences with general education courses such as high school English/literature/social studies (especially when presented by the team teaching approach), lacks memorization skills, and has a poor outlook towards those required non-technical courses.

Few students have library research or information gathering skills, any background in poetry, experience in writing research papers, or respect for literature. The average student stereotypes English/literature courses as feminine in nature and pictures the literature instructor as an alienated man (philosophically, not in gender) whose sole purpose is to use the humanities to attack the technologies. The vocational/technical instructors also share these traits and qualities reflected in their students; since the student leans heavily on the advice and counseling of those vocational/technical instructors, the student is further biased against the humanities courses and instructors.

With the student as the focus point, Literature for Technicians was developed in conjunction with the vocational/technical instructors and modified with feedback from students. An assignment sheet was developed

so that the students knew the requirements of the course. The class was designed to fulfill the following: to vicariously experience those problems and people yet to be faced in life and on the job; to generate enthusiasm for literature, especially for the future; and to make the class a relaxing experience, especially when compared to the stress and rigorous requirements of the technical courses.

Texts were selected which are reasonably priced, readily available paperbacks that the student will mark for later referral to important passages. The readings are thought provoking, educational, and easily related to the student's life with great emphasis placed on future family obligations for better and more diversified education.

The atmosphere of the class was designed to be relaxing. Homework now is kept to a minimum and take-home exams are used. The lecture-discussion method seems the best method with the instructor responsible for bringing in outside background materials.

The retention of a cooperative working atmosphere of the instructor with the vocational/technical instructors was and is a must. Scheduling was and continues to be a stumbling block. Electives cannot be truly electives when only one course is scheduled for the time that the student has free to sign up for that desired class; however, tight schedules caused by limited lab facilities and student's work schedules hinder solution to this problem.

The Gap Between Technologists and Humanists:

In 1973 the college was reorganized into logical groups within clusters.

The orphaned departments were the Drafting and Graphics Technologies and the English/Humanities and Communications Skills Department. This became one group known as the Visual and Applied Communications Cluster---an unweildly if not an ungodly mess. So, my past interests in bridging the gap between the technologies and the humanities became a dedication when I was appointed director of this conglomeration. To this was soon added the Copy Center, the Print Shop, the Developmental Skills Center (the math, reading, and remedial areas), and the Electronics Department. These were my areas of interest, experience, and education so I thoroughly enjoyed the situation---grievance after grievance.

As an administrator, I wanted to show an interest in both sides of the cluster so I was allowed to instruct one class per term. These classes were Communications Skills and Literature for the Technician. The classes continued to have good support, attendance, interest, and expected outcomes even though instructed by an non-vocational instructor in the eyes of the students. Much of this must be credited to the support, recommendations, and patience of the vocational instructional staff.

During this period of time the American College Test (ACT) representative presented a workshop on how to use the test results. The testing and grading and plotting on the interest chart was explained. And there it was; a reasonable explanation of the lack of interest in the humanities by the vocational students, the reluctance of humanities students to bridge over into the technical areas, and the inability of the cluster staff to work together as a cohesive unit became visible.

Efforts were made to bridge the gap. Multidisciplinary courses were being talked up, but the staff wanted curriculum development money and release time. Many courses had to be team taught---in some cases the number of instructors equaled or outnumbered the students in the class. The union became involved with the workload problem---each instructor wanted full credit for a team taught class. The threatened expense and non-productive efforts held back new course development.

Courses by Newspaper and Oceans:

The Community Services/Adult Education Division spoke casually of a new concept in instruction during a coffee break. An organization named Courses by Newspaper was encouraging a multidisciplinary course titled "Oceans: Our Continuing Frontier." The curriculum, the text, the resource information, the plan of operation were developed already by Courses by Newspaper. The Adult Education Division wanted to try such a class but in their minds too many instructors would need to be involved. Illness had caused shifts in that division's responsibilities, and no one person wanted to instruct and to administrate such an unusual course. Because of my humanities background, technical background, close relationship to the sea, administrative position, and interest in the course, the responsibility was mine as instructor and coordinator. The Courses by Newspaper people were exceedingly helpful. The local newspaper provided excellent publicity and support. The course became a dedicated hobby. Richard Astro at Oregon State University involved me with his Sea Grant Project and the related conferences. I cannot express the gratitude I have for the Courses by Newspaper staff for what has happened. The course

is still offered once per year as a spin-off from the original course. The reader is still used but the materials are supplemented each session with notes from other sources. Approximately 25 students are enrolled this term. The course introduces students to music, language, oceanography, art, photography, psychology, sociology, geology, physics, plate tectonics, history, law---all while relating the technologies to the humanities.

The Oregon Humanities Consortium:

In 1976 representatives of humanities curricula from eight Oregon community colleges met to discuss concerns regarding the role of humanities in the two-year college and to also consider the possibility of joining in a consortium application to the National Endowment for the Humanities for a consultant grant. The participants agreed that the first need was for dialogue which would involve the humanists of the two-year colleges with the faculty in the vocational/technical programs and with the administration. The request was for a consultant who would aid in the start of intra- and inter-institutional dialogues regarding the relationship of humanities and vocational/technical education. Diane Biggerstaff of Eastfield College in Texas became that able consultant. During her six visits to Oregon, she visited each of the participating schools and met with interested staff and students, met with the Deans of Instruction of Oregon Community Colleges, and provided the intra- and inter-institutional dialogues sought by the consortium. The colleges shared information on their innovative humanities projects to satisfy the needs of all students, especially the occupational students. This collective effort provided both the stimulus and encouragement to develop general education and humanities courses that vocational students

would enjoy and to which they would voluntarily commit themselves. Agreement of the group was that the most effective way to do this is through multidisciplinary courses which allow students to experience what it is that we generally regard as the Humanities.

Center for the Study of Community Colleges:

Another push of enthusiasm towards our humanities program was our part in and the visit of Dr. Art Cohen's group on the Study of Humanities in the Community College. Such participation by a college allows the staff to feel they are being heard and that their courses are of high value. The research findings are used, not ignored. Through utilization of the research and recommendations, the humanities staff has benefited through sabbatical leaves, acceptance for needs to change, and support in innovative projects by the administration.

Applied Arts Center Proposal:

Another worthwhile effort to provide a closer alliance with the humanities and vocational staff was a united effort to develop an Applied Arts Center in 1978. Chemeketa develops the campus as the need arises. Each new building is awarded on the basis of need: this is especially important when the college governing board has a strong commitment to vocational education. An emphasis was placed on the need for all students, both vocational and transfer students, so as to develop additional related knowledge and skills to fit those individual student's needs, and at the same time allowing the student to satisfy desires for those creative and experimental courses that were being restricted by the demands within the vocational

curriculum. Each lab area was related back to the vocational as well as the lower division transfer student; such as the Two Dimensional Lab (art studio), the Three Dimensional Lab (sculpturing), the Photography and Printmaking Lab, the Ceramics Lab, the Woods Lab, the Textiles Lab, the Assembly Room (little theater), the Music Rooms, the Display area for Student Work (large enough to display automobiles), classroom and office space and the support areas. The building was eventually awarded to the Physical Education Department but the same rationale and approach will be used again for the next building. The mutual support offered by the humanities and vocational staff brought them closer together for this period of time.

Summary:

Through these projects and efforts Chemeketa is becoming more aware of the needs for humanities for the students. This year the president of the college appointed a General Education Committee to evaluate our humanities and general education program and provide recommendations for improvement--- if necessary. Attitudes have changed over a short period of time. New problems are rising as the prestige of the degree and graduation drop; employers are now encouraging students to emphasize the technical courses and enter the labor market sooner. One of our responsibilities certainly must be to encourage life long learning, especially in the humanities. Again, the technical/vocational staff concurs that no modern technical education is complete without a background of the technical, the scientific, and the humanities interwoven in a practical, useful manner. Encourage such thoughts and commit-

ments openly; but most of all, keep reminding yourself that the humanities are important and generate at least a spark of respect in them with each student and instructor.

Thank you.

1.205

3 credits

LITERATURE FOR THE TECHNICIAN

Meet interesting characters, share experiences, gain technical knowledge, become aware of your world and yourself as you taste life from the turn of the century to today through paperback novels, short stories, essays, poems, and plays. Gain insight and respect for the technical aspects and craftsmanship of writing. Expand your knowledge of the world, other people, and yourself, as you relax in the world of literature.

CHEMEKETA COMMUNITY COLLEGE
4000 Lancaster Drive NE
Salem, Oregon 97309

Syllabus for LITERATURE FOR THE TECHNICIAN.

Course Description:

The selected works are of high interest level to the technician as an individual, worker, and citizen. Discussion and individual study will provide the introduction to essay, short story, novel, poem, and play. Non-fiction works are coupled to the modern novel. Emphasis is placed upon vicariously experiencing the events affecting characters in literature and relating these experiences to the modern technological world.

Course Objectives:

1. To introduce the technical student to the essay, novel, short story, poem, and play.
2. To show how technology, the technician, and society are inter-related in many modern works.
3. To relate non-fiction works to fiction novels.
4. To promote more reading by the technical student through practical discussion of his or her awareness of growth in ideas, vicarious experiences, vocabulary, and enjoyment.
5. To develop an awareness of book reviews, critical works, and other information sources.

Length of Course: Class Hours/week 3 Total hours 30

Prerequisites: None

Required Texts:

Dos Passos, John, The 42nd Parallel, New American Library.

Mills, James, The Seventh Power, Jove/HBJ.

Holmes, Paul C. and Anita J. Lehman, Keys to Understanding the Poem, (1969), Harper and Row.

The novels by Dos Passos and Mills will be discussed as to technical aspects and relationships of authors and the reader. The selection and discussion of these texts is based upon interest and enjoyment of reading by the student. The same points emphasized the choice of Keys to Understanding the Poem.

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Syllabus
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For assignments, the student will select and read one other of the works listed for the course. Each student will do one of the following assignments:

1. Take part in a panel discussion on the work read; this discussion may concern such facets as the author, theme, plot, character development, historical or political background, evaluation of the author or background material, and so forth.
2. Or write a book report on any one work.
3. Or write a research paper on an aspect of the work as suggested for the panel discussion.
4. Or write a research paper using critics' or reviewers' articles as source materials.
5. Or attend a play such as at the Pentacle Theater and present an oral report or a written report on some aspect of the theater.
6. Or present, orally or written, a research paper on a poet, essayist, or their works.

Remember, the main purpose of this class is to help you to understand written works and to enjoy reading more. The instructor will present background information, development of, and synopsis of the works listed. Encourage the instructor by doing your part also to promote an interesting course.

Textbooks will be paperback editions sold through the bookstore. The essays, short stories, and plays will be placed on reserve in the library so that the cost of the course is not prohibitive.

CHEMEKETA COMMUNITY COLLEGE
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OCEANS MS250 - Syllabus

Course Description:

Oceans is a multidisciplinary course focused on the sea. Then a relationship is developed between the sea and art and literature, science, myth, resources, politics, war, and people. Then all facets and the sea are tied together in a practical application emphasizing the relationship of Oregonians and the sea.

Prerequisite:

None.

Course Objective:

To develop an awareness of our personal lives and the sea; especially how outside influences affect the sea and in turn affect our lives.

Length of Course:

10 weeks quarter (16 weeks semester).

Required Text:

Menard/Scheiber, Oceans: Our Continuing Frontier.

General Information:

The sea is the focus of this course designed to explore the relationship of Oregonians to the ocean. Subjects related to the sea--- art, music, literature, myth, superstition, language, resources, politics, war, people, science, economics, technology, oceanography, water, beach, sky, fish, mammals, ecology, pollution, plate tectonics, exploration, history, wildlife---are woven together in a practical, mind expanding, current course of study.

To supplement the text, handouts will be utilized. These handouts will be distributed at the first session each week. The supplementary materials are expanded notes on lectures, summaries of outside readings and book reports, notes on television programs, high points and outlines of movies to be shown in class, maps and other visual aids, and other areas of interest to the class. If you have any interesting materials that can benefit the class, please submit them to the instructor and allow the class to gain from your participation.

General Information:

The course will attempt to bridge the studies of science, technology, and the humanities. Excerpts from fiction novels will be utilized whenever possible to provide a different approach to the scientific explanations: such as an excerpt from In Hazard for a more personal, emotional, feeling approach to a hurricane; from Hawaii for a real-life experience and explanation of the cause and effect of a tsunami; and from The Master Mariner Running Proud for a descriptive, you-are-there presentation of fishing on the Grand Banks, history of navigational aids, and health aboard ships. Again, pass any such sources that you have found on to the instructor; he will certainly appreciate your help.

Texts for: LITERATURE FOR THE TECHNICIAN

I. Fiction Related to Non-Fiction Works

Myrer, Anton, Once an Eagle. A novel dealing with the growth of the industrial military complex from the Mexican War through a fictitious modern war (Viet Nam).

Tuchman, Barbara, Stillwell: An American Experience in China. A non-fiction work paralleling Once an Eagle.

Vonnegut, Kurt, Slaughterhouse Five. A novel dealing with science fiction. Bombing of Dresden, children's crusade, and attitudes of earthlings and creatures of another planet.

Toland, John, The Last 100 Days. A non-fiction work dealing with the closing days of WWII in Europe and some of the technological advances in warfare.

Wouk, The Winds of War. A novel dealing with the entry of the U.S. into WWII technological growth in warfare, and attitudes towards Jewish scientists and intellectuals.

Clark, Einstein. A non-Fiction work concerning the two Theories of Relativity; growth and changes in scientific advancement and scientific philosophy since 1900, and the rise of Nazis, and the changing attitudes towards Jewish scientists and intellectuals.

Toffler, Future Shock. A non-fiction work dealing with rapid changes in our world, especially the technological changes which will produce unsurmountable problems unless we learn to recognize them, cope with them, and harness and control them.

II. Novels

Dos Passos, The 42nd Parallel. A novel from USA, trilogy, with discussion emphasizing the experiences of a young male migratory worker knocking about the Western U.S. during the pre-WWI era of IWW (International Workers of the World). Unique style of Dos Passos will interest the reader.

Godey, John, The Taking of Pelham One, Two, Three. A novel describing and attempted hijacking of a New York City subway train and the technical aspects of the individuals and institutions involved. The author's style will interest the reader.

Texts for: LITERATURE FOR THE TECHNICIAN
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Hersey, The Child Buyer. A novel dealing with attitudes toward technological changes and education of youngsters and our industrial growth now and in the possible future.

Hersey, Sometimes a Great Notion. A novel dealing with individual philosophies, forestry, and union organization and problems on the Oregon Coast.

Steinbeck, In Dubious Battle. A novel dealing with communism and labor organizing problems during the 1930's.

Solzhenitsyn, The First Circle. A novel dealing with Russian technicians imprisoned in Russia at the time of Stalin.

III. Short Stories

Davis, H.L., "Open Winter". This short story concerns the maturation of a young apprentice and his relationship to an older, experienced trailherder in Eastern Oregon, (from Short Story Masterpieces).

Fadiman, Clifton (Ed), The Mathematical Magpie. A collection of short stories dealing with technology and technicians (bordering of science fiction). Asimov's "Feeling of Power."

IV. Essays (both can be read in the Norton Reader)

Darrow, Clarence, "Address to the Prisoners in the Cook County Jail"

Swift, Jonathan, "A Modest Proposal" This essay is a satire concerning the Irish, the English, and the population problem.

V. Poems

Holmes, Paul C. and Anita J. Leham, Keys to Understanding Receiving and Sending the Poem. Poems will be selected from this text and supplemented by poems from outside this text; emphasis placed upon anti- and pro-technological poems.

VI. Plays

Shaw, George Bernard, Man and Superman. A drama depicting attitudes of the English gentry towards technicians and technology during the early years of the automobile; also philosophy of superman plus something for women libbers. This edition of the text includes the "Epistle Dedicatory" and "The Revolutionist's Handbook and Pocket Companion".

Texts for: LITERATURE FOR THE TECHNICIAN

ADDENDUM

Adams, Richard, Watership Down. A novel about rabbits? Yes, but a group of technologically wise rabbits who turn adversity into a positive purpose. There is even a glossary to help you learn some rabbit language. This is a captivating, exciting novel.

Bradbury, Ray, The Martian Chronicles. A collection of science fiction short stories to expand your mind and imagination.

Coppel, Alfred, Thirty-Four East. This novel introduces you to the problems in the peace-keeping efforts of the U.N. in the demilitarized zone along longitude 34° East. Man and his technology couple to show how close we are to WW III.

Crichton, Michael, The Andromeda Strain. A five-day history of a fictional major American scientific crisis based on documented, factual articles. A satellite returns to earth and a new strain of virus is unleashed. Scientists and technology seem more to fumble around than to solve the problem. This good novel shows that atomic power has its shortcomings.

Crichton, Michael, The Terminal Man. A young scientist suffering from psychomotor epilepsy is a killer. Scientists wire his brain to a computer inserted under his skin near his armpit. This exciting, technically well documented novel will raise concern over the power of coupling medical and computer technology to control the human brain.

Gallico, Paul, The Boy Who Invented the Bubble Gun. A charming, exciting novel describing the adventures of a nine year old boy traveling from Los Angeles to Washington D.C. to patent his invention. The people he meets affect his life and he influences them.

Herzog, Arthur, The Swarm. A novel that will inform you about bees; especially the African bee which in true life will invade the U.S., from South America in a few years. This book is a preview of horrible things that may happen if this invasion is not stopped.

Lange, John, Binary. A science fiction novel dealing with hijacked nerve gas and efforts of Department of Defense to outthink the brain behind the heist.

Mac Lean, Alistair, Fear Is The Key. A typical Mac Lean fast moving, escape literature murder novel. This one deals with a hurricane, a plane crash, and off-shore well drilling.

Texts for: LITERATURE FOR THE TECHNICIAN

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Mac Lean, Alistair, The Way to Dusty Death. The Grand Prix race circuit in Europe is the backdrop for this mystery novel. Escape literature at its best.

Sheldon, Sidney, The Other Side of Midnight. A fiction novel based on history from 1919 to 1947 with emphasis on WWII and immediate post-war years. Sex, the theater, wealth, power, manipulation of people's lives, airplanes, war, murder---all serve to make for an exciting, fast-moving novel.

Stern, Richard, The Tower. A novel dealing with construction and destruction of a modern skyscraper. This novel is exciting and informative; especially for civil-structural technicians, electrical and electronics technicians, and fire technology personnel.

Stewart, Fred, The Mannings. This novel takes place from 1900 to 1942. The rubber tire industry produces unbelievable wealth and excitement for the Manning family. Sex and violence add the spice.

Texts for: LITERATURE FOR THE TECHNICIAN

ADDENDUM

Abbey, Edward, The Monkey Wrench Gang. A group of dedicated conservationists and ecologists fight the government and big cooperations who are attempting to tear up the desert for profit. The bad guys are the heroes in escapade after escapade. Abbey and his characters provide a humanitarian concern for nature, not necessarily for other humans.

Clavell, James, Shogun. Japanese and western cultures clash in 1600. Religious wars, sea wars, land wars, hatreds, cultural---all are background for at least a months reading. Our increasing mutual dependence upon the Far East for economic, political, and military reasons should be a good enough reason for developing some historical and cultural knowledge of Japan.

Hailey, Arthur, Overload. This is loaded with technical information relating to the electrical distribution system in California. You'll be made aware of the power shortages, new sources of electrical energy, government vs. conservationists vs. private enterprise intrigues, and just plain exciting reading.

Maclean, Alistair, South By Java Head. February 1942 and Singapore is falling to the Japanese. The characters attempt an escape on a rotting tramp steamer. You'll gain knowledge of the sea, World War II, and of the unpredictable occurrences of a burning tanker at sea. Maclean writes exciting, technically sound novels. Then try H.M.S. Ulysses for World War II English naval history and excitement. Then Seawitch deals with modern sophisticated off-shore oil rigs, oil pirates, intrigue, murder, the competitive oil business, and all the usual thrills Maclean spins while introducing you to new technical information.

Michener, James A., Caravans. Move into Afghanistan. Become acquainted with the Near East culture of a country recently invaded by Russians. Tie in our present day problems and attitudes with the people and government of Afghanistan. Then move on to other Michener's books. Caravans is shorter in length and larger sized print than his other novels, but all of them are well researched, technically sound, honest, and excellent reading.

Monsarrat, Nicholas, The Cruel Sea. This is the classic of sea novels. The excitement and sensitivity of stories and characters in the WWII English Navy. A blend of humanitarian relationships and reliance of dedicated technicians who must fight the naval brass, the government, the Germans, the weather, and the miseries of shipboard life. Again, this is considered a modern classic.

Texts for: LITERATURE FOR THE TECHNICIAN
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Niven and Pournelle, Lucifer's Hammer. A comet and the Earth come too close. The survivors cope to exist. Astronauts, Russians, politicians, militants, and a host of others fight to survive. Excellent reading for a technician. You might rearrange your present ideas and sense of values again and again through this book.

Ryan, Thomas J., The Adolescence of P-1. A student breaks the supervisor control of a computer. Then the computer takes control of itself. The intricate tie-ins of computers, communications, uses of computers, people, government, military, criminals---all make for a wild, exciting, and believable novel.

Scott, Justin, The Shipkiller. The Leviathan, the world's largest tanker, crushes his sailboat and kills his wife. Peter survives and becomes obsessed with finding the tanker and its captain and to destroy them. You'll dabble with technology, psychology, government, geography, oceanography, etc. as you escape into the world of sailboats, tankers, government, weapons, the oil storage facilities in the Persian Gulf--- and on and on.

Stater, Ian, Firespill. This is a must reading for people in the Pacific Northwest. A tanker is rammed and 600 million gallons of oil flows into the windwept waters of British Columbia. Then it ignites. Slater is Canadian and we see a Canadian side of politics, ecology problems, etc. The novel is well researched and technologically sound.

Stater, Ian, Sea Gold! Stater is an oceanography technician, an economist, and an instructor at the University of British Columbia. This novel deals with intrigue off the Washington-British Columbia coast. The goal is the mineral deposits generated by the rift in this area. Plate tectonics, sea resources, ships, research vessels and projects, sex, violence, laws of the sea,---all this and much more.

CHEMEKETA COMMUNITY COLLEGE
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OCEANS MS 250 - Supplemental Reading

Fiction:

These books and novels are suggested for enjoyable reading. The instructor has found them to be rewarding as interesting, lively reading and also as tickling your interest in technology and science while at the same time allowing you to experience life and the sea vicariously.

And best of all---you probably can find them in a used bookstore at tremendous savings.

Benchley, Peter. The Deep: The author provides an exciting background for the technologies involved in treasure hunting and underwater work.

Benchley, Peter. Jaws: A love story---the shark gets the girl in the first act. No, really this novel relates to the normal life of people in a tourist attraction ocean town and the effects on the people and town when a Great White shark takes residence and meals nearby.

Bengtsson, Frans G. The Long Ships. New York, Signet Books, 1964: A novel of the Vikings, those wild adventurers who roved the seas from Iceland to Byzantium in search of treasure, spoils, and trouble. This is a classic historical novel that will help you gain insight into why your Scandinavian friends are the way they are.

Buckheim, Lothar-Gunther. The Boat: This is a novel about the German U-boats and their crews in World War II. The technical aspects are emphasized to relate back to their effects on the men aboard the boat. The background technical information is interesting and honest, even though sometimes hard for a landlubber to believe.

Clavell, James. Shogun: Japanese and western cultures clash in 1600. Religious wars, sea wars, land wars, hatreds, cultural---all are background for at least a months reading. Our increasing mutual dependence upon the Far East for economic, political, and military reasons should be a good enough reason for developing some historical and cultural knowledge of Japan.

Cussler, Clive. Iceberg: Learn about icebergs, Iceland, the North Atlantic, rescue missions, and a bit about the value of reading The Rime of the Ancient Mariner by Coleridge.

Corley, Edwin. Sargasso: The Devil's Triangle is the scene. The novel is science fiction, but much of it is taken from fact. Learn about science and the inexplicable occurrences that science can not explain. This novel provides the reader with insight to the problems of ocean research projects.

Hughes Richard. In Hazard: A novel describing the hardships aboard an early steamship that challenges a hurricane. The technological information on early ships and weather is coupled with working conditions, sea history, politics, and people to form a train of exciting events.

Kesey, Ken. Sometimes a Great Notion: A novel dealing with individual philosophies, forestry, unions, people's attitudes and life styles, and the geography and nature of the Oregon Coast.

MacLean, Alistair. South By Java Head: February 1942 and Singapore is falling to the Japanese. The characters attempt an escape on a rotting tramp steamer. You'll gain knowledge of the sea, World War II, and of the unpredictable occurrences of a burning tanker at sea. MacLean writes exciting, technically sound novels. Then try H.M.S. Ulysses for World War II English naval history and excitement. Then Seawitch deals with modern sophisticated off-shore oil rigs, oil pirates, intrigue, murder, the competitive oil business, and all the usual thrills MacLean spins while introducing you to new technical information. Fear Is The Key wraps you in a yarn of murder, hurricane, plane crash, and off-shore well drilling. And finally Goodby California combines the earthquake belts of California, the plate tektronics, the ocean---and a final farewell to good old Los Angeles.

Michener, James A. Chesapeake: A typical Michener fiction chronological unveiling of history, geography, politics, people, family feuds, etc.; however, this one is centered in Chesapeake Bay and relates heavily to the sea. Like a Snickers bar, it's hard to put down.

Monsarrat, Nicholas. The Cruel Sea: This is the classic of sea novels. The excitement and sensitivity of stories and characters in the WWII English Navy. A blend of humanitarian relationships and reliance of dedicated technicians who must fight the naval brass, the government, the Germans, the weather, and the miseries of shipboard life. Again, this is considered a modern classic.

Monsarrat, Nicholas. The Master Mariner Running Proud: The hero is cursed to sail the seas forever. So, begin life with him aboard a ship attacking the Spanish Armada, on with explorers, pirates, fishermen, and adventurers as he lives on and on. Excellent historical novel for sea story lovers.

Mostert, Noel. Super Ship: An informative account of life and problems aboard a supertanker. This is a future look at problems to be solved by technology. You'll need an atlas and a book on sea currents to supplement this one but your efforts will be well rewarded. (Non-fiction really, but reads like exciting fiction).

Mowat, Farley. A Whale for the Killing and Grey Seas Under: Mowat writes non-fiction books that weave people, war, and life together into beautiful projects. The humor may be open or subtle, the technological information is woven into the story and lives of the characters, and even though some of the writings are non-fiction you'll find them good, relaxing almost escape literature. You'll find few of his books at the used bookstores but the owners know his name well.

Niven and Pournelle, Lucifer's Hammer: A comet and the Earth come too close. The survivors cope to exist. Astronauts, Russians, politicians, militants, and a host of others fight to survive. Excellent reading for a technician. You might rearrange your present ideas and sense of values again and again through this book.

Scott, Justin. The Shipkiller: The Leviathan, the world's largest tanker, crushes his sailboat and kills his wife. Peter survives and becomes obsessed with finding the tanker and its captain and to destroy them. You'll dabble with technology, psychology, government, geography, oceanography, etc. as you escape into the world of sailboats, tankers, government, weapons, the oil storage facilities in the Persian Gulf---and on and on.

Stater, Ian. Firespill: This is a must reading for people in the Pacific Northwest. A tanker is rammed and 500 million gallons of oil flows into the windowed waters of British Columbia. Then it ignites. Slater is Canadian and we see a Canadian side of politics, ecology problems, etc. The novel is well researched and technologically sound.

Stater, Ian. Sea Gold: Stater is an oceanography technician, an economist, and an instructor at the University of British Columbia. This novel deals with intrigue off the Washington-British Columbia coast. The goal is the mineral deposits generated by the rift in this area. Plate tectonics, sea resources, ships, research vessels and projects, sex, violence, laws of the sea---all this and much more.

Non-Fiction:

Check the resource materials listed in your reader, Oceans: Our Continuing Frontier. Then add the following:

OCEANS MS 250 - Supplemental Reading
Page 4

Engel, Leonard. The Sea. New York. Time-Life Books, 1972. (Readable, well-illustrated.)

Kaufman, Wallace and Orrin, Pilkey. The Beaches Are Moving. Garden City, New York. Anchor Press/Doubleday, 1979. (Read before buying your beach house or summer home on the ocean coast.)

Rand-McNally Atlas of the Oceans. Chicago. Rand-McNally, 1977. Beautiful maps, charts, diagrams, and illustrations.

National Geographic Magazine. Browse through these at your used bookstore. The subjects contained are in plain sight. The illustrations are exemplary and the articles are written for you and me.

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ASSIGNMENT SHEET

OCEANS MS 250

<u>Session</u>	<u>Subject</u>	<u>Read Pages</u>
1.	<u>Introduction:</u> Purpose of the course, expectations, responsibilities. (Handouts on specific subjects will be used in quizzes.)	1x, 1-17
	<u>Cultural Experiences:</u>	
2.	Language	278-281, 328-333
3.	Music	
	<u>Sea Creatures:</u>	
4.	Mammals	47-50
5.	Fish	53-70
6.	Myths (Kraken)	14-15, 172-188
	<u>Resources:</u>	
7.	Fish (Aquaculture)	147-171
8.	Minerals	230-237
	<u>Seafloor:</u>	110-113, 122-124
9.	Topography, tectonics	125-128, 143-145
10.	Seafloor spreading, earthquakes, volcanoes	85-87, 88
11.	Exploration Challenger, Trieste, Glomar Challenger	97-104, 105-109

OCEANS MS 250
Assignment Sheet - Page 2

Affect on People:

- | | |
|----------------------------|--|
| 12. People and the Sea | 10-12, 19-21, 31-44 |
| 13. Conrad, Crane | 45-52 |
| 14. Melville | 22-30 |
| 15. Masfield, Auden, Booth | 271, 273-74, 275-76,
290-293, 297-299 |
| 16. Photography | 71-83 |
| 17. Art: Winslow Homer | |

Oceanography:

- | | |
|-------------------------------|-------|
| 18. Beach | |
| 19. Sky | |
| 20-21-22. Sea: Current, Waves | |
| 23. Review | 13-17 |

Problems:

- | | |
|--------------------|------------------|
| 24. Pollution | 189-207, 252-263 |
| 25. Overharvest | 209-229 |
| 26. Law of the Sea | |

This class will exist on input from the students as well as the instructor. Guest speakers and movies will be utilized as their schedules permit so this assignment sheet is very flexible, except for the reading assignments.

Visitors are always welcome. Sometimes classrooms may be rescheduled to fit the needs of the course.

The major part of the class is your project. Start on it now. The purpose of this course is to interest you and your family in the ocean. If you gain anymore knowledge and develop any more interest in the sea than you have now, the course is a success.

OCEANS MS 199
Assignment Sheet - Page 3

Grading: 2 in-class quizzes 25 points each
2 take-home quizzes 27 points each
1 project 50 points

Attendance: Again, this is your class. Come as often as possible. The grades on your quizzes will be indicative of your class attendance record.

Text: Oceans: Our Continuing Frontier

Instructor: Bill Slonecker
Office 1/252
Phone 363-2511 (home)
Phone 399-5046 (work)

cd